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ABSTRACT

A case study is provided of dual-language planning and implementation at the Oyster Bilingual School, a successful Spanish-English public elementary school program in the District of Columbia. The first three chapters offer background information for understanding how the program interacts with the larger sociopolitical context of minority education in the United States. Chapters 4-10 provide a detailed analysis of how the alternative education system at Oyster Bilingual School challenges mainstream United States educational programs and practices that discriminate against minority students. The case study demonstrates how Oyster's dual-language policy, multicultural curriculum content, student-centered organization of classroom interaction, and performance-based assessment practices function together to provide more opportunities for language minority and language majority children than are traditionally available in mainstream schools, enabling both groups to participate and achieve equally at school. The final chapter looks beyond Oyster Bilingual school to what happens when students leave Oyster and what the program's goals are for other levels of society. Contains 46 references. (Author/MSE)

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